DOCUMENT RESUME

ED 127 826 95 FL 007 981

AUTHOR Rendon, Clara; And Others
TITLE Language Arts - English Grammar.
INSTITUTION Calexico Unified School District, Calif. Bilingual Education Program.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.
SPONS AGENCY Office of Bilingual Education (DHEW/OE), Washington, D.C.
PUB DATE Mar 76
NOTE 132p.; For related document, see FL 007 982
AVAILABLE FROM Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($1.50)

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS *Bilingual Education; *Curriculum Guides; Dictionaries; *English (Second Language); *Grammar; Instructional Materials; *Language Arts; Language Handicaps; Language Patterns; Language Proficiency; Morphology (Languages); Nominals; Secondary Education; *Spanish
IDENTIFIERS Elementary Secondary Education Act Title VII; ESEA Title VII; Learning Achievement Package

ABSTRACT

This publication presents four suggested language arts curriculum units. They represent a cross-section of materials that have been developed to deal with the learning problems of students with special language difficulties. Originally developed for grades 7-12, these units may be adapted for use in adult education or at other grade levels. They are primarily designed for use with students learning English as a second language, and are directed to the purpose of developing habits of proper usage in English. The four units are: (1) Common and Proper Nouns; (2) Homonyms; (3) Singular and Plural Nouns; and (4) The Use of the Dictionary. Each unit includes: (1) information for the teacher in the form of the principal idea to be communicated, behavioral objectives, and the rationale of the unit, (2) an information sheet which outlines the main points to be taught, (3) exercises, (4) a pretest and a posttest, and (5) the answer key. A bibliography follows the units. (Author/CLK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

CALEXICO INTERCULTURAL DESIGN

Calexico, California

LEARNING ACHIEVEMENT PACKAGES

1
COMMON AND PROPER NOUNS

2
HOMONYMS

3
SINGULAR AND PLURAL NOUNS

4
THE USE OF THE DICTIONARY

Language Arts --

English Grammar

Clara Rendon

Mary Jane Rodríguez

Mary Sones

DISSEMINATION AND ASSESSMENT CENTER
FOR BILINGUAL EDUCATION

6504 Tracor Lane
Austin, Texas 78721

Dissemination and Assessment Center
for Bilingual Education
Juan D. Solís, Executive Director
6504 Tracor Lane
Austin, Texas 78721

Education Service Center, Region XIII
Joe Parks, Executive Director
Royce King, Director, Division of
Program Development

"The project reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the positions or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

The Dissemination and Assessment Center for Bilingual Education is a special Title I ESEA project funded by the U.S. Office of Education through Education Service Center, Region XIII. The Center has selected these materials for dissemination; however, the opinions expressed herein do not necessarily reflect its position or policy nor that of Education Service Center, Region XIII.

This publication was developed and printed with funds provided by the Elementary and Secondary Education Act, Title I of the Educational Amendments of 1974 (P. L. 93-380), formerly and commonly referred to as "Title VII ESEA (1965)." Therefore it is in the public domain and may be reproduced for local use.

First Printing March, 1976

FOREWORD

This publication presents four suggested language arts curriculum units. In total, they represent a cross-section of materials that have been developed to deal with the learning problems of students with special language difficulties. Originally developed for grades 7 - 12, these units may be adapted for use in adult education or at any other grade level as needed.

All four units were originated by the Calexico Intercultural Design, ESEA Title VII Bilingual Project, Calexico, California. They were classroom tested during 1970-75 in the Calexico Unified School District.

The project was supported by a grant extended by the United States Office of Education under the provisions of the Elementary and Secondary Education Act, Title I of the Educational Amendments of 1974 (P. L. 93-380), formerly and commonly referred to as "Title VII ESEA (1965)."

As one of its assigned functions, also under the authority of Title I, this office has edited and reproduced these selected materials for distribution to interested institutions, projects and individuals. This publication was edited by Claudia Payne Welden, Curriculum Editor DACBE.

Each unit reproduced reflects the contributions of numerous educators and their assistants, special consultants, administrators, and others. In view of this, it should not be inferred that the materials are completely endorsed by any one institution, agency, or group. Rather, this publication should be regarded as a source of concepts and materials that can be adapted innovatively to meet the particular learning needs of many communities and regions.

ERNEST PEREZ, Director
Dissemination and Assessment
Center for Bilingual Education

CONTENTS

	PAGE
INTRODUCTION	1
COMMON AND PROPER NOUNS	4
Information for the teacher	4
Information sheet	7
Exercises	8
Pretest and posttest	25
Answer key	31
HOMONYMS	41
Information for the teacher	42
Information sheet	43
Exercises	44
Pretest and posttest	60
Answer key	67
SINGULAR AND PLURAL NOUNS	73
Information for the teacher	74
Information sheet	76
Exercises	78
Pretest and posttest	88
Answer key	94
THE USE OF THE DICTIONARY	101
Information for the teacher	102
Information sheet	104
Exercises	108
Pretest and posttest	116
Answer key	120
BIBLIOGRAPHY	127

INTRODUCTION

Background

The Calexico Intercultural Design (CID) Bilingual Project is in its sixth year of implementation in the Calexico Unified School District, Calexico, California. The project involves four homerooms in grades seven and eight at De Anza Junior High School and 19 class periods in grades nine through twelve at Calexico High School.

During the period since 1969, the project staff has developed units of instruction designated as Learning Achievement Packages or LAPs. Initially teacher-oriented, LAPs now are being prepared in either of two formats, teacher- or student-oriented.

At the junior high school level, the content areas of instruction are Language Arts (English and Spanish) and Social Studies.

Language Arts -- English

Classes in Spanish in the Bilingual Project use both English and Spanish in content instruction. At Calexico, the intended users of these materials were students who possessed widely varying degrees of proficiency in Spanish, ranging from monolingual Spanish speakers to monolingual English speakers, and students with all intermediate degrees of bilingual ability.

Design

The units in this LAP are primarily designed for use with students who are learning English as a second language. They are directed to the purpose of developing habits of proper usage of English. The worksheets and tests included in this LAP, designed as duplicating masters, may be distributed to the entire class or to individuals as the teacher desires.

ACKNOWLEDGEMENT

The author of Common and Proper Nouns and Singular and Plural Nouns is Clara Rendon who graduated from Arizona State University at Tempe. She is currently teaching ninth and tenth grade English and Home Economics. She is assisted in the development of curriculum materials by the members of the CID Bilingual Project Staff.

Homonyms was written by Mary Jane Rodriguez who has taught in the Calexico Unified School District for seven years, working with students from kindergarten through grade eight. Previously she taught English in the junior high school for the CID Bilingual Project. She, too, is assisted in the development of curriculum materials by the members of the CID Bilingual Project Staff.

The author of The Use of the Dictionary is Mary Sones. She is a graduate of California University, San Diego, and she has taught in California for sixteen years. For the last ten years she has taught grades seven and eight in the Calexico Unified School District. She has done graduate study in Spanish in Kalamazoo, Michigan, where she attended a Spanish institute, in Guadalajara, Mexico and in Valencia, Spain. She is also assisted in the development of curriculum materials by teacher aides and other members of the CID Bilingual Project Staff.

COMMON AND PROPER NOUNS

INFORMATION FOR THE TEACHER

RATIONALE

In basic oral and written communication, the noun is one of the most important parts of speech. In addition, the noun is a vital component in the formation of complete sentences.

PRIMARY IDEA

A noun is a word that names or represents a person, place, thing or idea.

SECONDARY IDEA

Two kinds of nouns are: Common and Proper.

ENTRY SKILLS

1. The student should have a basic oral English vocabulary.
2. The student should be able to construct simple written sentences in English.
3. The student should be able to construct oral English sentences.

BEHAVIORAL OBJECTIVES

A. Combination: Proper and Common Nouns

1. Given a noun, the student will use it correctly in an oral sentence, with 80% accuracy.
2. Given a category, the student will write with 80% accuracy 15 nouns, either Proper or Common as designated, belonging to that category.
3. Given 20 sentences containing nouns, the student will underline correctly, with 80% accuracy, all the nouns in each sentence.

4. Given 15 nouns, the student will use each one correctly in a written sentence, with 80% accuracy.

5. Given 25 oral sentences, the student will identify in writing the noun/nouns within each sentence with 80% accuracy.

6. Given an exercise of 10 sentences, each sentence having a verb-noun combination, the student will select the noun in each sentence with 80% accuracy.

7. Given a list of 20 words--ten nouns, five verbs, and five adverbs, the student will identify the nouns with 80% accuracy.

B. Proper Nouns:

1. Given a list of 20 proper and common nouns, the student will identify the proper nouns with 80% accuracy by circling them.

2. Given ten sentences with common nouns in each one, the student will replace the underlined common nouns with proper nouns, with 80% accuracy.

3. Given 20 sentences containing proper and common nouns, the student will underline the proper nouns with 80% accuracy.

4. Given 10 sentences, the student will fill in the blank for each sentence with a proper noun, with 80% accuracy.

C. Common Nouns:

1. Given 20 sentences containing proper and common nouns, the student will underline the common nouns with 80% accuracy.

2. Given 10 sentences containing proper nouns, the student will replace the underlined proper noun in each sentence with a common noun, with 80% accuracy.

3. Given a list of 20 words, all proper nouns, the student will replace each one with a common noun, with 80% accuracy.

4. Given 10 sentences, the student will fill in the blank for each sentence with a common noun, with 80% accuracy.

INFORMATION SHEET

NOUNS

A NOUN is a word that names a person, place, thing or idea.

1. Person: John
2. Place: America
3. Thing: table
4. Idea: beauty

There are two kinds of nouns: COMMON and PROPER. Both kinds are used to name persons, places, or things. Common nouns also express ideas.

A PROPER Noun names a particular person, place or thing. It always begins with a capital letter.

PERSON: Abraham Lincoln, Dr. Mark Edwards

PLACE: Jefferson School, England, Oregon, Arizona

THING: Eiffel Tower, Astrodome, Frye Museum, White House

A COMMON Noun names a person, place, thing or idea of which there are many of the same class.

PERSON: boy, baby, cousin, farmer

PLACE: playground, field, mountains

THING: apple, table, house, building

IDEA: love, honesty, truth, hatred

NAME_____

DATE_____

CLASS_____

EXERCISE 1

Each student will use one of the following nouns in an oral sentence.

1. boy
2. girl
3. mother
4. house
5. school
6. Mr. Fowler
7. Mrs. Carrillo
8. English
9. book
10. pencil
11. dress
12. Nashville
13. Spanish
14. Friday
15. game
16. animals
17. Maria
18. music
19. paper
20. Davis High School
21. cafeteria
22. Disneyland
23. uncle
24. week
25. church
26. night
27. food
28. San Diego
29. United States
30. chalk
31. ring
32. foot
33. clock
34. notebook

NAME_____

DATE_____

CLASS_____

EXERCISE 2

I. PROPER NOUNS: Name particular persons, places and things.

Examples: a. persons - Mr. Johnson
b. places - New York
c. things - Tiger Stadium

LIST 15 PROPER NOUNS FOR EACH OF THE FOLLOWING CATEGORIES:

PERSONS	PLACES	THINGS
1._____	1._____	1._____
2._____	2._____	2._____
3._____	3._____	3._____
4._____	4._____	4._____
5._____	5._____	5._____
6._____	6._____	6._____
7._____	7._____	7._____
8._____	8._____	8._____
9._____	9._____	9._____
10._____	10._____	10._____
11._____	11._____	11._____
12._____	12._____	12._____
13._____	13._____	13._____
14._____	14._____	14._____
15._____	15._____	15._____

II. COMMON NOUNS: Name no particular person, place, thing, or idea.

Examples: a. person - boy
b. place - school
c. thing - tree
d. idea - envy, love, hate, honesty

LIST 15 COMMON NOUNS FOR EACH OF THE FOLLOWING CATEGORIES:

PERSON	PLACE	THING	IDEA
1._____	1._____	1._____	1._____
2._____	2._____	2._____	2._____
3._____	3._____	3._____	3._____
4._____	4._____	4._____	4._____
5._____	5._____	5._____	5._____
6._____	6._____	6._____	6._____
7._____	7._____	7._____	7._____
8._____	8._____	8._____	8._____
9._____	9._____	9._____	9._____
10._____	10._____	10._____	10._____
11._____	11._____	11._____	11._____
12._____	12._____	12._____	12._____
13._____	13._____	13._____	13._____
14._____	14._____	14._____	14._____
15._____	15._____	15._____	15._____

NAME_____

DATE_____

CLASS_____

EXERCISE 3

DIRECTIONS: Underline all the nouns in each of the following sentences.

1. We see good movies on television.
2. Mike plays football on Fridays.
3. Yolanda plays the piano on Sundays during Mass.
4. The students studied punctuation in class.
5. Fernando failed the test.
6. Christina broke her leg.
7. The flag has three colors.
8. The students studied the difficult words.
9. The cafeteria opens on Monday.
10. The pie tasted very good.
11. Our students can type fast on the typewriters.
12. All of the houses were burned by the fire.
13. A plane was flying above the highway.
14. We can see fog over the mountains.
15. Doctors give people medicine when the people are sick.
16. The bell rings at 9:40 every morning.
17. The train passes through our town.
18. Mexicali has many buses.
19. Her pen does not have any ink.
20. English is a difficult subject.

NAME_____

DATE_____

CLASS_____

EXERCISE 4

Use the following 15 nouns correctly in a written sentence.

1. airplane _____
2. Mr. López _____
3. car _____
4. San Diego Zoo _____
5. tree _____
6. notebook _____
7. Virginia _____
8. song _____
9. flag _____
10. California _____
11. pencil _____
12. Saturday _____
13. dictionary _____
14. desk _____
15. paper _____

EXERCISE 5

FOR TEACHER USE ONLY (ORAL)

As the teacher reads the sentences aloud, the students will identify in writing only the nouns in each sentence.

1. We took our neighbors to the beach.
2. The house had no lights.
3. People enjoy reading books.
4. There are many stars in the sky.
5. The world is divided into five continents.
6. He bought candy and popcorn for them.
7. Many people believe in astrology.
8. The wind blows away the sand and dirt.
9. Some restaurants serve good food.
10. The weather has been warm this week.
11. She bought a new mididress.
12. Shoe stores are now selling boots.
13. There was an accident on the highway.
14. Last night we saw a very good movie.
15. My students learned about mythology.
16. Books on many subjects can be found in the library.
17. He used the stapler from my desk.
18. The waitress put the food on the table.
19. Planes flew right over our house.
20. The hijacker was captured by the police.

21. We recorded the grades in our books.

22. The car has very good brakes.

23. His mother gave him a surprise party.

24. Two ships were sunk by the enemy.

25. New houses are being built in Chicago.

NAME_____

DATE_____

CLASS_____

EXERCISE 5

Listen carefully as the teacher reads aloud the following sentences. After the teacher has read the sentence, write only the nouns on the lines corresponding to the sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

NAME_____

DATE_____

CLASS_____

EXERCISE 6

I. Complete the following sentences by selecting and underlining the correct noun found in parentheses.

1. The (dress, jump) had pretty ruffles.
2. Mr. Montoya's (car, run) had new tires.
3. Maria's (sing, pen) has three kinds of ink.
4. We bought (candy, hit) for the Halloween kids.
5. The car's tires need (point, air).
6. (Joe, Hop) is a football player.
7. The class saw the animals in the (zoo, swim).
8. The children had (cake, try) at the party.
9. Tony broke his (work, watch) yesterday.
10. Some women wear (lipstick, dig).

II. Place an "N" in the blank before each of the following words that is a noun.

1. ____ slowly
2. ____ soap
3. ____ burned
4. ____ jumped
5. ____ janitor
6. ____ quickly
7. ____ radio
8. ____ ran
9. ____ fast
10. ____ bicycle
11. ____ paper
12. ____ very
13. ____ wrote
14. ____ flag

15. ____ sang

16. ____ store

17. ____ boat

18. ____ greatly

19. ____ animal

20. ____ weather

NAME_____

DATE_____

CLASS_____

EXERCISE 7

I. Circle all proper nouns:

1.	boy	11.	June
2.	Mr. Johnson	12.	pencil
3.	soap	13.	Christmas
4.	San Diego Zoo	14.	airplane
5.	Paris	15.	Dr. Canton
6.	house	16.	dance
7.	El Centro	17.	music
8.	New York	18.	Easter
9.	cat	19.	food
10.	dirt	20.	Wednesday

II. Replace the underlined common noun in each of the following sentences with a proper noun.

1. Yesterday the girl went to school. _____
2. This museum is very famous. _____
3. We are going to town. _____
4. Maria reads books. _____
5. The man worked in Congress. _____
6. Cars are fast. _____
7. The football team won the game. _____
8. We danced when the band played. _____
9. We drove to three states this summer. _____
10. When I am thirsty, I like to drink liquids. _____

25

III. DIRECTIONS: Underline all the proper nouns in each of the following sentences:

1. Mr. Jones bought a new car yesterday.
2. The girls went to Disneyland on Saturday.
3. My father works in Boston as a mechanic at a garage.
4. Albert and John talked about the football game on Friday.
5. Yesterday she bought an ice cream cone and an apple.
6. San Francisco is famous for its Golden Gate Bridge.
7. The dress has two pockets, lace and a pink belt.
8. The highway to San Diego is long and goes through many mountains.
9. Many people died when the airplane crashed.
10. The United States is a great country.
11. Our new museum has a wax figure of Tom Jones.
12. Jack went to the football game and was caught in the rain.
13. The water came down hard, and the dirt turned to mud.
14. When dinner was ready, everyone was watching television.
15. Mary and Jim love dogs, cats, birds and fish.
16. The boy was hit on the head by the baseball.
17. Until you pass the test, you can not work on any other lesson.
18. I flew to New York in February.
19. They rode horses, went swimming in the lake and watched the boats.
20. The road was filled with oil and every car had to go slow over it.

IV. DIRECTIONS: Fill in the blank for each sentence with a <u>proper</u> noun.

1. _____ is the boy's name.
2. _____ is the name of the movie.
3. _____ is the name of our school.
4. _____ was a famous woman.
5. _____ is my friend.
6. _____ is a big city.
7. _____ is the name of a store.
8. _____ is a university.
9. _____ chased his hat down the street.
10. _____ is a big department store.

NAME_____

DATE_____

CLASS_____

EXERCISE 8

DIRECTIONS: Underline all common nouns in the following sentences.

1. Mary gave the little girl some candy.
2. We went to the zoo.
3. Our friends came to visit us.
4. They sold their home.
5. She came from a big city.
6. Tony comes from a state that has very cold weather.
7. Our first president was a young man.
8. The family came from another country.
9. The foreign visitor went to see the Grand Canyon.
10. Mr. Thomas took us to the fair.
11. The desks and chairs are new.
12. My cousin owns a new car.
13. We went to the show and then to a restaurant.
14. The dictionary is used for finding words.
15. Three books were lost in school.
16. People danced in the streets.
17. Her skirt and blouse are new.
18. He bought new shoes at the store.
19. We went to the dentist last week.
20. The test covered the homework assigned by the teacher.

NAME_____

DATE_____

CLASS_____

EXERCISE 9

I. In the following sentences, replace the underlined proper noun with a common noun.

1. I gave Susy a piece of candy. _____
2. Mr. Martin bought a Cadillac. _____
3. I read Daniel DeFoe's Robinson Crusoe. _____
4. The Southern Pacific runs through the valley. _____
5. I have English first period. _____
6. Tony has to go to work now. _____
7. The Beatles sing great songs. _____
8. I live near the De Anza Junior High School. _____
9. Father Balderas gave a good sermon Sunday. _____
10. Candida is great to dance to. _____

II. Write a common noun for each of the proper nouns below.

1. Mrs. Adams	_____	8. Victor	_____
2. Margarita	_____	9. United States	_____
3. Sacramento	_____	10. English	_____
4. Wednesday	_____	11. Safeway	_____
5. San Diego Zoo	_____	12. Elizabeth Taylor	_____
6. Africa	_____	13. Heber Avenue	_____
7. Mr. Garcia	_____	14. The Beatles	_____

15. Woodstock _____
16. English This Way _____
17. "Jingle Bells" _____
18. Christmas _____
19. Jefferson Auditorium _____
20. Chevelle _____

III. Fill in the blank for each of the following sentences with a common noun.

1. The _____ is very sick.
2. The _____ ran home for lunch.
3. My _____ likes to eat hot dogs.
4. The _____ is building a house.
5. The _____ joined the football team.
6. Our _____ lost the key.
7. These _____ are rotten.
8. The _____ was broken.
9. The _____ knows my father.
10. Two _____ were kidnapped.

NAME_____

DATE_____

CLASS_____

PRETEST AND POSTTEST

I. Define each of the following:

A. Noun:

B. Proper Noun:

C. Common Noun:

II. Identify three things a proper noun names:

1.

2.

3.

III. Identify four things a common noun names:

1.

2.

3.

4.

IV. Circle all the nouns in the following sentences.

1. The students go to Johnson High School.
2. San Diego Zoo has many animals.
3. All students study English in school.
4. My family lived in New York last year.
5. We ate eggs, bacon and toast for breakfast.
6. Every Friday we have a test.
7. The water is very cold.
8. Mr. James is our teacher.
9. Our field trip was fun.
10. The bell rang an hour ago.

V. Underline all the <u>proper nouns</u> in the following sentences.

1. We live in the United States.
2. Los Angeles is a very big city.
3. I told Mary to buy some shoes.
4. The Los Angeles football players are called the Rams.
5. We are moving to San Francisco tomorrow.
6. They live on Maple Street.
7. Hawaii is a beautiful place.
8. Jackie K. Onassis lives in New York now.
9. Mr. Ford is our President.
10. Alaska is a very beautiful state.

VI. Underline all the common nouns in the following sentences.

1. Their father is a farmer.
2. We took the train to New Mexico.
3. The students did their homework.
4. I like chicken for lunch.
5. Alice's shoes are new.
6. That store burned down.
7. Sandals are cool in the summer.
8. Many Chinese people work as farmers.
9. Our chair had a broken leg.
10. He went to the park to take care of the children.

VII. Place a "P" in the blank beside each word if it is a proper noun. Place a "C" in the blank if it is a common noun.

1.	book	_____	11.	Mark Twain	_____
2.	Mustang	_____	12.	salt	_____
3.	Italy	_____	13.	English	_____
4.	dog	_____	14.	comb	_____
5.	bird	_____	15.	fingernail	_____
6.	student	_____	16.	clock	_____
7.	San Francisco	_____	17.	Statue of Liberty	_____
8.	George Washington	_____	18.	John F. Kennedy	_____
9.	music	_____	19.	boat	_____
10.	Atlantic Ocean	_____	20.	desert	_____

VIII. Fill the blanks in the following sentences with proper nouns.

1. I live in _____.
2. My best friend is _____.
3. We went to _____.
4. My teacher is _____.
5. _____ is a good movie.
6. Mary told _____ to visit her.
7. _____ is a big city.
8. _____ is a big store.
9. Our first president was _____.
10. _____ is a state.

IX. Complete the following sentences by filling in the blanks with a common nouns.

1. El Centro is a _____.
2. We bought a _____ to write with.
3. The Beatles are _____.
4. The girls baked a _____.
5. He washed his _____.
6. Christmas is a _____.
7. Sally has blonde _____.
8. John lost his _____.
9. We played our _____ on the record player.
10. There were many _____ in the trees.

X. Write a common noun for each of the following proper nouns.

1. July _____
2. California _____
3. Mrs. Wilson _____
4. Thanksgiving _____
5. Mississippi _____
6. Disneyland _____
7. J. C. Penney's _____
8. Astrodome _____
9. Mexico _____
10. Cadillac _____

XI. Write a proper noun for each of the following common nouns.

1. movie star _____
2. singer _____
3. senator _____
4. doctor _____
5. canal _____
6. church _____
7. ocean _____
8. zoo _____
9. state _____
10. school _____

XII. Use each of the following nouns in a sentence.

1. teacher: _____
2. Lee High School: _____
3. San Francisco: _____
4. sister: _____
5. store: _____
6. basketball: _____
7. Gibson's _____
8. Superman: _____
9. car: _____
10. Ronald Reagan: _____
11. Mexico: _____
12. bread: _____
13. blackboard: _____
14. restaurant: _____
15. President Ford: _____

ANSWER KEY

EXERCISE 1

page 8

Individual Student Responses

EXERCISE 2

pages 9-10

I. Individual Student Responses

II. Individual Student Responses

EXERCISE 3

page 11

1. movies, television
2. Mike, football, Fridays
3. Yolanda, piano, Sundays, Mass
4. students, punctuation, class
5. Fernando, test
6. Christina, leg
7. flag, colors
8. students, words
9. cafeteria, Monday
10. pie
11. students, typewriters
12. houses, fire
13. plane, highway
14. fog, mountains

15. Doctors, people, medicine, people
16. bell, morning
17. train, town
18. Mexicali, buses
19. pen, ink
20. English, subject

EXERCISE 4

page 12

Individual Student Responses

EXERCISE 5

pages 13-16

1. neighbors, beach
2. house, lights
3. People, books
4. stars, sky
5. world, continents
6. candy, popcorn
7. people, astrology
8. wind, sand, dirt
9. restaurants, food
10. weather, week
11. mididress
12. stores, boots
13. accident, highway
14. night, movie

15. students, mythology
16. Books, subjects, library
17. stapler, desk
18. waitress, food, table
19. Planes, house
20. hijacker, police
21. grades, books
22. car, brakes
23. mother, party
24. ships, enemy
25. houses, Chicago

EXERCISE 6

pages 17-18

I. 1. dress
2. car
3. pen
4. candy
5. air
6. Joe
7. zoo
8. cake
9. watch
10. lipstick

II.

1.	____	11.	N
2.	N	12.	____
3.	____	13.	____
4.	____	14.	N
5.	N	15.	____
6.	____	16.	N
7.	N	17.	N
8.	____	18.	____
9.	____	19.	N
10.	N	20.	N

EXERCISE 7

pages 19-21

I. (The following responses should be circled on the student's paper.)

1.		11.	June
2.	Mr. Johnson	12.	
3.		13.	Christmas
4.	San Diego Zoo	14.	
5.	Paris	15.	Dr. Canton
6.		16.	
7.	El Centro	17.	
8.	New York	18.	Easter
9.		19.	
10.		20.	Wednesday

II. Individual Student Responses

III. 1. Mr. Jones

2. Disneyland, Saturday

3. Boston

4. Albert, John, Friday

5. (none)

6. San Francisco, Golden Gate Bridge

7. (none)

8. San Diego

9. (none)

10: (The) United States

11. Tom Jones

12. Jack

13. (none)

14. (none)

15. Mary, Jim

16. (none)

17. (none)

18. New York, February

19. (none)

20. (none)

IV. Individual Student Responses

EXERCISE 8

page 22

1. girl, candy

2. zoo

3. friends
4. home
5. city
6. state, weather
7. president, man
8. family, country
9. visitor
10. fair
11. desks, chairs
12. cousin, car
13. show, restaurant
14. dictionary, words
15. books, school
16. People, streets
17. skirt, blouse
18. shoes, store
19. dentist, week
20. test, homework, teacher

EXERCISE 9

pages 23-24

I. Individual Student Responses

II. Individual Student Responses

III. Individual Student Responses

PRETEST AND POSTTEST

pages 25-30

I. A. Noun: A word that names or represents a person, place, thing or idea.

B. Proper Noun: A noun that names a particular person, place or thing. It always begins with a capital letter.

C. Common Noun: A noun that names a person, place, thing or idea of which there are many of the same class.

II. 1. person

2. place

3. thing

III. 1. person

2. place

3. thing

4. idea

IV. 1. students, Johnson High School

2. San Diego Zoo, animals

3. students, English, school

4. family, New York, year

5. eggs, bacon, toast, breakfast

6. Friday, test

7. water

8. Mr. James, teacher

9. trip

10. bell, hour

V. 1. United States
2. Los Angeles
3. Mary
4. Los Angeles, Rams
5. San Francisco
6. Maple Street
7. Hawaii
8. Jackie K. Onassis, New York
9. Mr. Ford, President
10. Alaska

VI. 1. father, farmer
2. train
3. students, homework
4. chicken, lunch
5. shoes
6. store
7. sandals, summer
8. people, farmers
9. chair, leg
10. park, children

VII.

1.	C	7.	P
2.	P	8.	P
3.	P	9.	C
4.	C	10.	P
5.	C	11.	P
6.	C	12.	C

13.	P	17.	P
14.	C	18.	P
15.	C	19.	C
16.	C	20.	C

VIII. Individual Student Responses

IX. Individual Student Responses

X. Individual Student Responses

XI. Individual Student Responses

XII. Individual Student Responses

HOMONYMS

INFORMATION FOR THE TEACHER

RATIONALE

In the English language many words are often misused in their written forms because they sound the same, but they are spelled differently and have different meanings. Such words are known as homonyms. The way they are spelled depends on how they are used within the context of the sentence. Thus it is necessary for the student to know the proper spelling to match the meaning desired in order to communicate correctly in writing.

PRIMARY IDEA

Homonyms are two or more words which sound the same but have different meanings and spellings.

ENTRY SKILLS

1. The student must have prior knowledge of the proper use of contractions.

2. The student should be able to correctly construct both oral and written sentences.

BEHAVIORAL OBJECTIVE

Given a set of 50 homonyms, the student will demonstrate, with 80% accuracy, correct usage in the following types of written exercises: oral sentence dictation, completion, matching and sentence composition.

INFORMATION SHEET

The following are homonyms that are to be covered in the succeeding exercises:

1. their, they're, there
2. to, too, two
3. hare, hair
4. red, read
5. blew, blue
6. see, sea
7. new, knew
8. ate, eight
9. weak, week
10. fair, fare
11. four, for
12. would, wood
13. hour, our
14. heard, herd
15. sent, cent, scent
16. hear, here
17. rain, rein, reign
18. pair, pare, pear
19. no, know
20. meat, meet
21. break, brake
22. beat, beet
23. threw, through
24. course, coarse
25. peace, piece
26. capital, capitol
27. steal, steel
28. plain, plane
29. flower, flour
30. weigh, way
31. passed, past
32. forth, fourth
33. road, rode, rowed
34. write, right
35. stares, stairs
36. your, you're
37. heel, heal
38. hymn, him
39. bare, bear
40. sell, cell
41. straight, strait
42. stationary, stationery
43. isle, aisle
44. patience, patients
45. alter, altar
46. stake, steak
47. allowed, aloud
48. idol, idle
49. principle, principal
50. cereal, serial

NAME_____

DATE_____

CLASS_____

EXERCISE 1

HOMONYMS (There, They're, Their)

I. Write the correct form (there, they're, their) in the blanks.

1. Did Sue and Cora take _____library books with them?
2. Yes, _____ going to return them after school.
3. Did you know that _____studying to be library aides next semester?
4. No, I didn't see _____ names on the first list of aides.
5. Over _____ is a later list with _____ names on it.
6. Right now_____learning to use the card catalogue.
7. In the catalogue _____are three different cards for each book.
8. May students check in _____ books before school?
9. Yes, _____ is an aide on duty at eight o'clock.
10. If the library is closed, you may drop the books in the slot over _____.
11. The boys want to eat _____ pizzas _____ in the kitchen.
12. The boys sat _____by the fire reading _____ new books.
13. _____ is a picture of some porcupines.
14. _____ quills look sharp and stiff.
15. They cannot throw_____ quills at you.

16. _____ are many kangaroos in Australia.

17. Kangaroos carry _____ young in pouches.

18. Are _____ koala bears in that tree?

19. Isn't _____ fur very soft?

20. Most mother bats carry_____babies on _____ backs.

II. Write two sentences using the words in parentheses:

1. (they're) _____

_____

2. (their) _____

_____

3. (there) _____

_____

NAME_____

DATE_____

CLASS_____

EXERCISE 2

HOMONYMS (To, Too, Two)

Write the correct forms (to, too, two) in the blanks.

1. Are you going _____ the party, _____?
2. _____ o'clock is _____ early _____ go _____the party.
3. _____ of the girls brought their dogs _____ the party.
4. Do you wish_____hide in the kitchen, _____?
5. Jane gave some food _____ the dogs, _____.
6. The boys started _____town about _____hours ago.
7. It was _____ late for them _____catch the train.
8. They almost missed the bus, _____.
9. The train leaves at _____minutes _____seven.
10. I slept_____late today and missed the train by _____ minutes.
11. The bus was due in _____hours.
12. I was _____ late _____ do my shopping early.
13. I missed my _____o'clock appointment.
14. That was _____bad, for I was _____ see _____ people.
15. I must learn _____be more prompt.
16. _____of his friends were Theodore Roosevelt and Thomas A. Edison.

NAME_____

DATE_____

CLASS_____

EXERCISE 3

HOMONYMS

Fill in each set of blanks with the correct pair of homonyms.

hare	weak	[illegible]e	would
hair	week	sea	wood
red	new	fair	hour
read	knew	fare	our
four	ate	blew	
for	eight	blue	

1. Your_____is very long. The _____ ate all of the lettuce in our garden.
2. We _____ the teacher every day. The man built a house near the _____.
3. She is wearing a _____dress. He _____ the book in class.
4. The wind_____ strongly yesterday. His shirt is_____.
5. Jane _____ how to add. She bought a _____ car.
6. Joe _____ dinner at home. There are _____ boys on the team.
7. There are seven days in a _____. He was very _____ because he did not eat.
8. Joe is _____ when he plays. He paid his bus _____.
9. I will be home in one _____. This is _____ pencil.

10. There are _____ girls in the group. This book is _____ us.

11. _____ you please come here? The table is made of _____ and not of steel.

NAME_____

DATE_____

CLASS_____

EXERCISE 4

HOMONYMS

Fill in each set of blanks with the correct homonym.

herd	hear	no	meet
heard	here	know	meat
scent	rain	pair	
sent	reign	pear	
cent	rein	pare	

1. The dog followed the man's_____ through the woods. The postcard that was _____ to you had a one _____ stamp on it.

2. Queen Victoria's _____ lasted many years. We have not had _____ in a long time in the valley. The horseback rider pulled the _____ to slow down the horse.

3. The dog can _____ us playing _____ in the yard.

4. The cowhands _____ the stampede of the _____ of cattle in the distance.

5. The cook used a _____ in preparing a dessert. He wanted a _____ of new shoes for the dance. Did you _____ the apple before eating it?

6. _____, I am not going to the dance Friday. Didn't you _____ that?

7. The student council will _____ in room 15 for a short business meeting. Mother cooked a delicious piece of _____ for dinner last night.

8. _____ I am in the office! Didn't you _____ me?

NAME_____

DATE_____

CLASS_____

EXERCISE 5

I. On the line to the left below each sentence, write one word that means the same as the underlined word or words. In the space on the right, write the homonym of the word you have written. If necessary, refer to the sheet of 50 homonyms given for this unit.

Example:

A. Bill filled the bucket with water.

pail _____ pale _____

1. The doctor will cure his patient.

_____ _____

2. The cup will shatter if you drop it.

_____ _____

3. He went forward into battle.

_____ _____

4. He walked directly home.

_____ _____

5. We sang a song of praise in church.

_____ _____

6. He was locked in a small room in the jail.

_____ _____

7. He hit the drum loudly.

_____ _____

8. She tossed the ball to the catcher.

_____ _____

9. It is rude to look long at a person.

_____ _____

10. She took a class in auto mechanics.

_____ _____

II. Write 20 sentences using some of the homonyms given in the Information Sheet at the beginning of the chapter.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

NAME_____

DATE_____

CLASS_____

EXERCISE 6

I. Write the correct form, your or you're, in each blank.

If _____ going to the library, please get a book about the Alamo. _____ always interested in stories with a historical setting. _____ father told me about Sequoyah's Cherokee alphabet. I have a book on Sequoyah if _____ interested in reading about him. While _____ at the library, I'll read _____ report on Geronimo.

II. Fill in each set of blanks with the correct homonyms.

steal	piece	flour	capitol	plane
steel	peace	flower	capital	plain
rowed	way	right	passed	bear
rode	weigh	write	past	bare
road				

1. Al _____ the canoe. Jan _____ the horse down the winding _____.
2. We visited the _____ building in our state _____.
3. The room was left _____ after they moved all of the furniture out of it. The _____ can be a ferocious animal.
4. It was half _____ eight before we were able to leave the meeting. The student _____ his entrance exam to a college.

5. There is no _____ in the Middle East. We ate a _____ of that delicious chocolate cake.

6. Please raise your _____ hand. Please _____ your name on the upper right-hand corner.

7. Do you know how much you _____? Which _____ are you going?

8. Mr. Jones will fly his new _____. Susie made a very _____ dress for the party.

9. The red _____ fell out of the vase. The homemaking teacher uses enriched _____ to make a cake.

10. The beams of the skyscraper were made of _____. Did the thief _____ any valuables from the house last night?

NAME_____

DATE_____

CLASS_____

EXERCISE 7

HOMONYMS

I. Look up the following words in the dictionary and write their meanings.

1. stationary _____
2. stationery _____
3. isle _____
4. aisle _____
5. patience _____
6. patients _____
7. alter _____
8. altar _____
9. stake _____
10. steak _____

II. Use each of the homonyms given in Part I of this exercise in a sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____

10. _____

III. From the list in Part I, fill in the blanks with the correct homonyms.

1. We cleaned the _____ in the church.

   The dressmaker will_____ the dress so that it will fit me.

2. The teacher must have _____ in order to teach young children.

   There are many _____ in the hospital.

3. We use _____ to write a letter.

   The statue of the hero is _____.

4. Joan of Arc was burned at the _____.

   We ate _____ for dinner yesterday.

5. We live on a small_____out in the middle of the ocean.

   The bride walked down the church _____.

IV. Write the word that fits the meaning below:

stationary	isle	patience	alter	stake
stationery	aisle	patients	altar	steak

_____ 1. a small island

_____ 2. the fact of being calm

_____ 3. paper we write on

_____ 4. persons being treated by a doctor

_____ 5. slice or piece of meat

_____ 6. space between rows of seats in a school, theater, or hall

_____ 7. an enclosed table (usually) used at a center of worship.

_____ 8. stick or post pointed at one end for driving into ground

_____ 9. to change

_____ 10. standing still; not moving

NAME_____

DATE_____

CLASS_____

EXERCISE 8

I. Look up the following words in the dictionary and write their definitions.

1. allowed _____
2. aloud _____
3. idol _____
4. idle _____
5. principal _____
6. principle _____
7. cereal _____
8. serial _____

II. Using the words listed in Part I, fill in the blanks with the correct homonyms.

1. I am not _____ to go swimming.
2. Ms. Porter is the _____ of this school.
3. I ate _____ for breakfast.
4. Please read the sentence_____.
5. The _____ on television will be continued tomorrow.
6. The _____ of the problem is difficult to understand.

III. Using the list in Part I, write the word that fits each meaning below.

_____ 1. image or person worshiped

_____ 2. an idea or belief

_____ 3. a food made from grain

_____ 4. not busy

_____ 5. permitted

_____ 6. a continuous story

_____ 7. orally

_____ 8. most important, chief person

NAME_____

DATE_____

CLASS_____

EXERCISE 9

(Optional)

Use each of the following homonyms in a complete sentence.

1. one, won
2. its, it's
3. grate, great
4. some, sum
5. not, knot
6. sons, suns
7. by, buy
8. whose, who's
9. sole, soul
10. sail, sale
11. so, sew
12. read, red
13. whole, hole
14. led, lead
15. tale, tail
16. creek, creak
17. shone, shown
18. pail, pale
19. die, dye
20. seen, scene

PRETEST AND POSTTEST, PART I

(FOR TEACHER USE ONLY)

The following sentences will be dictated orally by the teacher. The homonyms to be used should be given before each sentence.

1. The students are taking <u>their</u> books home today.
2. The girls are over <u>there</u>.
3. <u>They're</u> going to the dance tonight.
4. We are going <u>to</u> the show.
5. There were <u>two</u> girls in the room.
6. The principal is going, <u>too</u>.
7. The class can <u>hear</u> the music next door.
8. <u>Here</u> are the books.
9. There are seven days in a <u>week</u>.
10. The girl was so <u>weak</u> that she could not sit up.
11. Is this the <u>right</u> answer?
12. John will <u>write</u> a friendly letter.
13. One <u>hour</u> from now we will go to the show.
14. This is <u>our</u> room.
15. We ate a piece of <u>meat</u> for dinner.
16. The teachers will <u>meet</u> at 3:30.
17. Our family <u>ate</u> dinner at 7:00.
18. There are <u>eight</u> students in the class.
19. How much do you <u>weigh</u>?
20. We are on our <u>way</u> home.
21. The door is made of <u>wood</u>.
22. I <u>would</u> like to go to the dance.

23. Did you sell your car?

24. He was in the jail cell.

25. Another name for a rabbit is hare.

26. She has long black hair.

NAME_____

DATE_____

CLASS_____

PRETEST AND POSTTEST

I. Oral Sentence Dictation: Write the correct spelling of the homonyms as dictated by the teacher.

1. _____	10. _____	19. _____
2. _____	11. _____	20. _____
3. _____	12. _____	21. _____
4. _____	13. _____	22. _____
5. _____	14. _____	23. _____
6. _____	15. _____	24. _____
7. _____	16. _____	25. _____
8. _____	17. _____	26. _____
9. _____	18. _____	

II. Fill in the blanks with the correct homonyms from the following groups:

A.

stationery	capital	patients	principle
stationary	capitol	patience	principal

1. Mr. Porter is the_____of Bowie Junior High School.
2. The _____ building for the federal government is in Washington, D.C.
3. We write on_____.
4. That is the_____idea of the paragraph.
5. That engine is_____and cannot be moved.

6. Sacramento is the_____ of California.

7. That teacher has_____ with the noisy students.

8. There are many_____in the hospital.

B.

sent	pear	strait
cent	pare	straight
scent	pair	

1. John_____a letter to his uncle.

2. Mary ate a _____for lunch.

3. The dog caught the _____of the man being hunted.

4. A _____is a narrow body of water connecting two larger bodies of water.

5. Joe bought a _____ of shoes.

6. A third grader can draw a _____ line.

7. Susie will _____ the apple before eating it.

8. Mary has only one _____ in her pocket.

C.

piece	new	bare	past
peace	knew	bear	passed

1. There is no_____in the Middle East.

2. It was half_____six before we returned home.

3. Her dress was _____.

4. The nurse ate a _____of cake for dessert.

5. The _____ is a large animal.

6. Julie _____ to the eighth grade.

7. The tree had no leaves; it was _____.

8. I _____ the answer to the question.

D.

steel	alter	heard	idol
steal	altar	herd	idle

1. The priest stood at the _____.
2. The beams of the building were made of_____.
3. An _____ is an object of worship.
4. Did the robber _____ the jewelry?
5. The dressmaker will _____ my dress.
6. A _____ of cattle was blocking the road.
7. The girl was _____ while the rest of the class was working.
8. We _____ the Philadelphia Symphony Orchestra.

E.

fare	course	rowed	steak
fair	coarse	road	stake

1. The bus_____ is 35 cents one-way.
2. Joan d'Arc was burned at the _____.
3. The lawyer drove down the _____to her house.
4. The salesperson had _____for dinner.
5. We went to the _____in Imperial.
6. The texture of the material felt _____ to the touch.
7. The woman_____ the canoe down the river.
8. The students took a _____ in auto mechanics.

F.

heal	forth	cereal	your
heel	fourth	serial	you're

1. His cut did not _____ very rapidly.
2. The children had _____ for breakfast.
3. The witness came_____and testified at the trial.

4. He hurt his_____while playing football.

5. We watch a _____on T.V. five days a week.

6. John put his book on _____desk.

7. Judy was the_____student in the line.

8. _____ a good student.

III. Match each meaning given with one of the homonyms listed by writing the letter of the correct homonym on the blank at the left of the definition. Use capital letters.

____ 1.	a body of water	A.	sea	K.	beet
____ 2.	a rose	B.	see	L.	beat
____ 3.	a small room	C.	him	M.	sell
____ 4.	a vehicle	D.	hymn	N.	cell
____ 5.	a small island	E.	isle	O.	blue
____ 6.	a religious song	F.	aisle	P.	blew
____ 7.	a number	G.	four	Q.	plain
____ 8.	a wild rabbit	H.	for	R.	plane
____ 9.	a vegetable	I.	flour	S.	hare
____10.	a color	J.	flower	T.	hair

IV. Use the following homonyms in complete sentences:

1. (stares) _____

2. (stairs) _____

3. (break) _____

4. (brake) _____

5. (no) _____

6. (know) _____

7. (allowed) _____

8. (aloud) _____

9. (rain) _____

10. (rein) _____

11. (reign) _____

12. (threw) _____

13. (through) _____

14. (wood) _____

15. (would) _____

16. (red) _____

17. (read) _____

ANSWER KEY

EXERCISE 1

pages 44-45

I.

1. their
2. they're
3. they're
4. their
5. there, their
6. they're
7. there
8. their
9. there
10. there
11. their, there
12. there, their
13. There
14. Their
15. their
16. There
17. their
18. there
19. their
20. their, their

II.

1. Individual Student Responses
2. Individual Student Responses
3. Individual Student Responses

EXERCISE 2

page 46

1. to, too
2. Two, too, to, to
3. Two, to
4. to, too
5. to, too
6. to, two
7. too, to
8. too
9. two, to
10. too, two
11. two
12. too, to

13. two
14. too, to, two
15. to
16. Two

EXERCISE 3

pages 47-48

1. hair, hare
2. see, sea
3. red, read
4. blew, blue
5. knew, new
6. ate, eight
7. week, weak
8. fair, fare
9. hour, our
10. four, for
11. Would, wood

EXERCISE 4

page 49

1. scent, sent, cent
2. reign, rain, rein
3. hear, here
4. heard, herd
5. pear, pair, pare
6. No, know
7. meet, meat
8. Here, hear

EXERCISE 5

pages 50-51

I.
1. heal, heel
2. break, brake
3. forth, fourth
4. straight, strait
5. hymn, him
6. cell, sell
7. beat, beet
8. threw, through
9. stare, stair
10. course, coarse

II. 1-20 Individual Student Responses

EXERCISE 6

pages 52-53

I. you're, You're, Your, you're, you're, your

II.

1.	rowed, rode, road	6.	right, write
2.	capitol, capital	7.	weigh, way
3.	bare, bear	8.	plane, plain
4.	past, passed	9.	flower, flour
5.	peace, piece	10.	steel, steal

EXERCISE 7

pages 54-56

I. Answers will vary according to the dictionary used.

1. stationary - immobile, unchanging in condition
2. stationery - materials (as paper, pens and ink) used for writing or typing
3. isle - a small island
4. aisle - a passage between sections of seats
5. patience - the fact of being calm
6. patients - recipients of any of various personal services
7. alter - to make different without changing into something else
8. altar - an enclosed table (usually) used as a center of worship or ritual
9. stake - a pointed piece of wood or other material driven into the ground as a marker or support; something that is staked for gain or loss
10. steak - slice of meat

II. 1-10 Individual Student Responses

III. 1. altar, alter

2. patience, patients

3. stationery, stationary

4. stake, steak

5. isle, aisle

IV.

1.	isle	6.	aisle
2.	patience	7.	altar
3.	stationery	8.	stake
4.	patients	9.	alter
5.	steak	10.	stationary

EXERCISE 8

pages 57-58

I. Answers will vary according to the dictionary used.

1. allowed - to assign as a share; to permit; to admit

2. aloud - loudly; with the speaking voice

3. idol - a representation or symbol of a deity used as an object of worship; a false god; any likeness of something

4. idle - useless; not occupied or employed; inactive

5. principal - most important or infuential; chief; person who has controlling authority

6. principle - a comprehensive and fundamental law, doctrine or assumption

7. cereal - a food made from grain

8. serial - belonging to a series, rank or row

II. 1. allowed
2. principal
3. cereal
4. aloud
5. serial
6. principle

III. 1. idol
2. principle
3. cereal
4. idle
5. allowed
6. serial
7. aloud
8. principal

EXERCISE 9

page 59

1-20 Individual Student Responses

PRETEST AND POSTTEST

pages 60-66

I. See paper "for teacher use only", pp. 60-61.

II. A. 1. principal
2. capitol
3. stationery
4. principle
5. stationary
6. capitol
7. patience
8. patients

B. 1. sent
2. pear
3. scent
4. strait
5. pair
6. straight
7. pare
8. cent

C. 1. peace
2. past
3. new
4. piece
5. bear
6. passed

	7.	bare	8.	knew
D.	1.	altar	5.	alter
	2.	steel	6.	herd
	3.	idol	7.	idle
	4.	steal	8.	heard
E.	1.	fare	5.	fair
	2.	stake	6.	coarse
	3.	road	7.	rowed
	4.	steak	8.	course
F.	1.	heal	5.	serial
	2.	cereal	6.	your
	3.	forth	7.	fourth
	4.	heel	8.	You're

III.	1.	A	6.	D
	2.	J	7.	G
	3.	N	8.	S
	4.	R	9.	K
	5.	E	10.	O

IV. 1-17 Individual Student Responses

SINGULAR AND PLURAL NOUNS

INFORMATION FOR THE TEACHER

RATIONALE

The use of a noun in the singular or plural number is essential to convey the concept of quantity in written and oral expressions.

PRIMARY IDEA

Singular nouns convey the idea of one person, place, thing or idea; plural nouns convey the idea of more than one person, place, thing or idea.

ENTRY SKILLS

1. The student should have a basic oral English vocabulary.
2. The student should be able to read and understand basic English.
3. The student should have a basic knowledge of nouns.
4. The student should be able to distinguish words that denote singular numbers (speaking of only one) from words that denote plural numbers (speaking of more than one)

BEHAVIORAL OBJECTIVES

1. Given several nouns orally, the learner will identify in writing, with 80% accuracy, the singular and plural nouns.
2. Given a list of singular nouns, the learner will, with 80% accuracy, write the plural forms of the nouns.

3. Given a list of plural nouns, the learner will, with 80% accuracy, write the singular forms of the plural nouns.

4. Given a list of general rules for forming the singular and plural of words, the learner will, with 80% accuracy, give the correct answer and an example for each rule listed.

INFORMATION SHEET

SINGULAR AND PLURAL FORMS OF WORDS

A word is singular if it names only one person, place, thing or idea. It is plural if it names more than one person, place, thing or idea.

Examples: 1. child - children 3. man - men

2. girl - girls 4. baby - babies

The usual way to make a word plural is simply to add s to the singular form.

shirt - shirts shoe - shoes glove - gloves

There are many variations from this general rule. Some of the rules that are helpful in forming plural words are listed below:

1. To form the plural of a word ending in ch, sh, s, x, or z, add es to the singular form.

   church - churches brush - brushes

   class - classes ax - axes

2. To form the plural of a word ending in f, change the f to v and add es.

   leaf - leaves thief - thieves

   calf - calves shelf - shelves

3. To form the plural of a word ending in fe, change the fe to ve and add s.

   life - lives knife - knives

   wife - wives

4. To form the plural of a word ending in y preceded by a consonant (such as by, dy, gy, ly, my, ry, or ty) change the y to i and add es.

   baby - babies lady - ladies

   lily - lilies pony - ponies

   cherry - cherries party - parties

5. To form the plural of a word ending in y preceded by a vowel (ay, ey, oy, or uy) simply add s.

day - days monkey - monkeys

boy - boys guy - guys

6. To form the plural of words such as ox, man, child, mouse, tooth, foot, and goose, change the spelling of the singular forms.

ox - oxen man - men

child - children tooth - teeth

foot - feet goose - geese

mouse - mice

7. Some words do not change the spelling of the singular to form the plural.

deer - deer sheep - sheep

fish - fish

NAME_____

DATE_____

CLASS_____

EXERCISE 1

(FOR TEACHER USE ONLY)

ORAL EXERCISES

DIRECTIONS: The teacher will read aloud each of the following words. The students will mark "S" on their paper if the word is singular or "P" if the noun is plural.

1. party
2. holidays
3. fireman
4. children
5. self
6. chimney
7. dog
8. matches
9. Frenchmen
10. lice
11. foot
12. calf
13. ally
14. oxen
15. wharf
16. attorney
17. soldier
18. gentleman
19. classes
20. stapler
21. baby
22. pencil
23. stores
24. fish
25. pennies
26. vegetables
27. apples
28. churches
29. erasers
30. women

NAME_____

DATE_____

CLASS_____

EXERCISE 1

ORAL EXERCISES

DIRECTIONS: As the teacher pronounces each noun, write "S" in the blank corresponding to the correct number if the word is singular, or "P" if the noun is plural.

1.	_____	16.	_____
2.	_____	17.	_____
3.	_____	18.	_____
4.	_____	19.	_____
5.	_____	20.	_____
6.	_____	21.	_____
7.	_____	22.	_____
8.	_____	23.	_____
9.	_____	24.	_____
10.	_____	25.	_____
11.	_____	26.	_____
12.	_____	27.	_____
13.	_____	28.	_____
14.	_____	29.	_____
15.	_____	30.	_____

NAME_____

DATE_____

CLASS_____

EXERCISE 2

NOUNS - SINGULAR AND PLURAL

Singular nouns name one person, place, thing,or idea.
Plural nouns name more than one person, place, thing or idea.

Write the plurals of these nouns by adding s or es.

1.	boy	_____	5.	hero	_____
2.	grape	_____	6.	desk	_____
3.	box	_____	7.	tree	_____
4.	shadow	_____	8.	dish	_____

Write the plurals of these nouns by changing f to v and adding es.

1.	wife	_____	5.	loaf	_____
2.	leaf	_____	6.	calf	_____
3.	wolf	_____	7.	thief	_____
4.	knife	_____	8.	shelf	_____

Write the plurals of these nouns by changing y to i and adding es.

1.	body	_____	4.	city	_____
2.	cry	_____	5.	army	_____
3.	puppy	_____	6.	cherry	_____

Write the plurals of these nouns by changing the word.

1.	goose	_____	4.	foot	_____
2.	child	_____	5.	tooth	_____
3.	ox	_____	6.	woman	_____

NAME_____

DATE_____

CLASS_____

EXERCISE 3

PLURAL FORMS OF NOUNS

Study the example given before each group below to discover how plural nouns in that group are formed. Then write the plural form of each word.

	girl	girls
1.	pioneer	
2.	rocket	
3.	orchard	
4.	product	
5.	canal	
6.	prairie	
7.	river	
8.	mountain	
	church	churches
9.	beach	
10.	wish	
11.	class	
12.	speech	
13.	bunch	
14.	fox	
	man	men
15.	woman	
16.	policewoman	
	goose	geese
17.	foot	
18.	tooth	
	key	keys
19.	journey	
20.	joy	
21.	donkey	
22.	valley	
23.	monkey	
	hobby	hobbies
24.	factory	
25.	bakery	
26.	colony	
27.	dairy	
28.	city	
29.	country	
30.	fly	
31.	berry	
32.	lady	

	loaf	loaves
33.	knife	_____
34.	half	_____
35.	shelf	_____
36.	wolf	_____
37.	leaf	_____

NAME_____

DATE_____

CLASS_____

EXERCISE 4

PLURAL FORMS OF NOUNS

I. Write the plural forms of the following words.

Examples:

toy - toys box - boxes man - men lady - ladies

1.	girl	_____	11.	life	_____
2.	dog	_____	12.	wife	_____
3.	book	_____	13.	fairy	_____
4.	pencil	_____	14.	baby	_____
5.	brush	_____	15.	berry	_____
6.	lunch	_____	16.	boy	_____
7.	leaf	_____	17.	donkey	_____
8.	loaf	_____	18.	child	_____
9.	calf	_____	19.	tooth	_____
10.	knife	_____	20.	fish	_____

II. In the blank, write the plural form of the word in parentheses.

Example: (horse) Once horses were much smaller than they are today.

21. (shelf) On library_____there are books about early life.

22. (woman) Early men and _____saw many strange animals.

23. (pony) Horses were smaller than_____are today.

24. (mouse) Were there _____ living at that time?

25. (monkey) There were _____ living in the jungles.

26. (tiger) Saber-toothed _____ were often hunted.

27. (ax) _____ made from rocks were poor weapons.

28. (ox) There were no _____ to help people with their work.

29. (bush) Prehistoric people often ate food they picked from _____.

III. Write the singular forms for the following words.

Example:

toys - toy boxes - box men - man ladies - lady

1.	desks	_____	11.	mice	_____
2.	lives	_____	12.	churches	_____
3.	tables	_____	13.	thieves	_____
4.	oxen	_____	14.	parties	_____
5.	phones	_____	15.	days	_____
6.	rings	_____	16.	geese	_____
7.	children	_____	17.	classes	_____
8.	women	_____	18.	deer	_____
9.	knives	_____	19.	feet	_____
10.	pens	_____	20.	men	_____

NAME_____

DATE_____

CLASS_____

EXERCISE 5

I. DIRECTIONS: Write the plural form for each of the words listed below on the line to the right of the word.

1.	bush	_____	6.	box	_____
2.	table	_____	7.	wish	_____
3.	child	_____	8.	city	_____
4.	pony	_____	9.	key	_____
5.	mouse	_____	10.	jay	_____

II. DIRECTIONS: Write the singular form for each of the words listed below on the line to the right of the word.

1.	feet	_____	6.	boats	_____
2.	dresses	_____	7.	alleys	_____
3.	halves	_____	8.	geese	_____
4.	armies	_____	9.	flies	_____
5.	potatoes	_____	10.	classes	_____

NAME_____

DATE_____

CLASS_____

EXERCISE 6

DIRECTIONS: In the following questions mark the correct answers or fill in the blanks correctly and give examples.

1. When a word ends in y and a vowel comes before the y, do you change the y to i and add es?

   ____Yes ____No

   EXAMPLE:

2. When a word ends in y and a consonant comes before the y, you change the y to _____ and add _____.

   EXAMPLE:

3. When words end in s, ch, sh, and x, you add _____ to form their plurals.

   EXAMPLE:

4. With words ending in f, you change the f to _____ and add _____.

   EXAMPLE:

5. If a word ends in fe, you change the _____ to _____ and add _____.

   EXAMPLE:

6. To words ending in y preceded by a vowel, simply add _____.

EXAMPLE:

NAME_____

DATE_____

CLASS_____

PRETEST AND POSTTEST

I. In the first column of words, write the plural form after each singular word. In the second column, write the singular form after each plural word.

1.	book	_____	1.	oranges	_____
2.	apple	_____	2.	tables	_____
3.	nut	_____	3.	tablets	_____
4.	pencil	_____	4.	canes	_____
5.	match	_____	5.	flowers	_____
6.	box	_____	6.	marches	_____
7.	brush	_____	7.	squashes	_____
8.	dish	_____	8.	peaches	_____
9.	notch	_____	9.	foxes	_____
10.	church	_____	10.	crutches	_____
11.	postman	_____	11.	men	_____
12.	woman	_____	12.	teeth	_____
13.	ax	_____	13.	geese	_____
14.	child	_____	14.	mice	_____
15.	foot	_____	15.	knives	_____
16.	life	_____	16.	loaves	_____
17.	wife	_____	17.	shelves	_____
18.	thief	_____	18.	leaves	_____
19.	calf	_____	19.	puppies	_____
20.	pony	_____	20.	babies	_____

21.	lady	_____	21.	lilies	_____
22.	berry	_____	22.	valleys	_____
23.	boy	_____	23.	days	_____
24.	sofa	_____	24.	purses	_____
25.	floor	_____	25.	candies	_____

II. DIRECTIONS: Fill in each blank with the correct answer, and write an example for each rule.

1. The usual way to make a noun plural is simply to add _____ to the singular.

   EXAMPLE:

2. To form the plural of a word ending in f, change the _____ to _____ and add _____.

   EXAMPLE:

3. To form the plural of a word ending in ch, sh, s, x, or z, add _____ to the singular form.

   EXAMPLE:

4. To form the plural of a word ending in y preceded by a consonant (such as by, dy, ly, my, etc.) change the _____ to _____ and add _____.

   EXAMPLE:

5. To form the plural of a word ending in fe, change the _____ to _____ and add_____.

   EXAMPLE:

6. To form the plural of a word ending in y preceded by a vowel (ay, ey, oy, uy), simply add _____.

EXAMPLE:

7. To form the plural of words such as man, mouse, tooth, foot, and goose, change the _____ of the singular form.

EXAMPLE:

8. Some words do not change their _____ to form the plurals.

EXAMPLE:

SINGULAR AND PLURAL NOUNS

III. Fill in the blank in each sentence with the plural of the noun in parentheses.

Example: (carrot) Do you like to eat carrots ?

1. (body) Our _____ need many different foods each day.
2. (egg) Meat, _____, poultry or fish should be eaten once a day.
3. (glass) Drink several _____ of milk for vitamins and minerals.
4. (fruit) Shouldn't we have tomatoes or citrus _____ every day?
5. (orange) Lemons and _____ are citrus fruits.
6. (berry) Other fruits, such as _____, should be eaten, too.
7. (cereal) Tom eats whole-grain breads or _____ each day.
8. (box) Many people put raw carrots in their lunch _____.

9. (tooth) They know that raw vegetables are good for their _____.

10. (dish) Many good _____, such as puddings, are made of milk.

11. (leaf) Did you know that celery_____ are good for you?

12. (grocery) You should plan healthful meals before you buy_____.

13. (family) All_____ should have these foods each day.

14. (shelf) Wash fresh foods before putting them on _____.

15. (record) The girls bought two new_____.

IV. DIRECTIONS: Place an "S" in the blank provided beside each word that is singular. Place a "P" in the blank provided beside each word that is plural.

A.	bird	_____	women	_____
	oxen	_____	shelf	_____
	babies	_____	mice	_____
	man	_____	axes	_____
	geese	_____	wife	_____

B. Make the following words plural in form.

1. country _____
2. cherry _____
3. monkey _____
4. eye _____
5. glove _____
6. picture _____
7. deer _____

8. potato _____

9. toe _____

10. bus _____

C. Write the rule that applies to forming the plural for each example given below.

1. CHILD - CHILDREN

Rule:

2. SHIRT - SHIRTS

Rule:

3. CLASS - CLASSES

Rule:

4. LEAF - LEAVES

Rule:

5. LIFE - LIVES

Rule:

6. BABY - BABIES

Rule:

7. GUY - GUYS

Rule:

8. TOOTH - TEETH

Rule:

9. SHEEP - SHEEP

Rule:

10. FLOWER - FLOWERS

Rule:

ANSWER KEY

EXERCISE 1

pages 78-79

1. S
2. P
3. S
4. P
5. S
6. S
7. S
8. P
9. P
10. P
11. S
12. S
13. S
14. P
15. S
16. S
17. S
18. S
19. P
20. S
21. S
22. S
23. P
24. S
25. P
26. P
27. P
28. P
29. P
30. P

EXERCISE 2

page 80

1. boys
2. grapes
3. boxes
4. shadows
5. heroes
6. desks
7. trees
8. dishes

1. wives
2. leaves
3. wolves
4. knives

5. loaves
6. calves
7. thieves
8. shelves

1. bodies
2. cries
3. puppies
4. cities
5. armies
6. cherries

1. geese
2. children
3. oxen
4. feet
5. teeth
6. women

EXERCISE 3

pages 81- 82

1. pioneers
2. rockets
3. orchards
4. products
5. canals
6. prairies
7. rivers
8. mountains
9. beaches
10. wishes
11. classes
12. speeches
13. bunches
14. foxes
15. women
16. policewomen
17. feet
18. teeth
19. journeys
20. joys
21. donkeys
22. valleys
23. monkeys
24. factories
25. bakeries
26. colonies
27. dairies
28. cities
29. countries
30. flies
31. berries
32. ladies
33. knives
34. halves
35. shelves
36. wolves
37. leaves

EXERCISE 4

pages 83-84

I.
1. girls
2. dogs
3. books
4. pencils
5. brushes
6. lunches
7. leaves
8. loaves
9. calves
10. knives
11. lives
12. wives
13. fairies
14. babies
15. berries
16. boys
17. donkeys
18. children
19. teeth
20. fish

II.
21. shelves
22. women
23. ponies
24. mice
25. monkeys
26. tigers
27. Axes
28. oxen
29. bushes

III.
1. desk
2. life
3. table
4. ox
5. phone
6. ring
7. child
8. woman
9. knife
10. pen
11. mouse
12. church
13. thief
14. party
15. day
16. goose
17. class
18. deer
19. foot
20. man

EXERCISE 5

page 85

I.	1.	bushes	6.	boxes
	2.	tables	7.	wishes
	3.	children	8.	cities
	4.	ponies	9.	keys
	5.	mice	10.	jays
II.	1.	foot	6.	boat
	2.	dress	7.	alley
	3.	half	8.	goose
	4.	army	9.	fly
	5.	potato	10.	class

EXERCISE 6

pages 86-87

(All examples are individual student responses.)

1.	No	4.	v, es
2.	i, es	5.	fe, ve, s
3.	es	6.	s

PRETEST AND POSTTEST

pages 88-93

1.	books	1.	orange
2.	apples	2.	table
3.	nuts	3.	tablet

4.	pencils	4.	cane
5.	matches	5.	flower
6.	boxes	6.	march
7.	brushes	7.	squash
8.	dishes	8.	peach
9.	notches	9.	fox
10.	churches	10.	crutch
11.	postmen	11.	man
12.	women	12.	tooth
13.	axes	13.	goose
14.	children	14.	mouse
15.	feet	15.	knife
16.	lives	16.	loaf
17.	wives	17.	shelf
18.	thieves	18.	leaf
19.	calves	19.	puppy
20.	ponies	20.	baby
21.	ladies	21.	lily
22.	berries	22.	valley
23.	boys	23.	day
24.	sofas	24.	purse
25.	floors	25.	candy

II. (All examples are individual student responses)

1.	s	3.	es
2.	f, v, es	4.	y, i, es

5. fe, ve s
6. s
7. spelling
8. spelling

III. 1. bodies
2. eggs
3. glasses
4. fruits
5. oranges
6. berries
7. cereals
8. boxes
9. teeth
10. dishes
11. leaves
12. groceries
13. families
14. shelves
15. records

IV. A.

bird	S	women	P
oxen	P	shelf	S
babies	P	mice	P
man	S	axes	P
geese	P	wife	S

B. 1. countries
2. cherries
3. monkeys
4. eyes
5. gloves
6. pictures
7. deer
8. potatoes
9. toes
10. buses

C. 1. To form the plural of some words, change the spelling of the singular forms.

2. To form the plural of most words, simply add s to the singular forms.

3. To form the plural of a word ending in ch, sh, s, x, or z, add es to the singular from.

4. To form the plural of a word ending in f, change the f to v and add es.

5. To form the plural of a word ending fe, change the fe to ve and add s.

6. To form the plural of a word ending in y preceded by a consonant, change the y to i and add es.

7. To form the plural of a word ending in y preceded by a vowel, simply add s.

8. To form the plural of some words, change the spelling of the singular forms.

9. Some words do not change the spelling of the singular to form the plural.

10. To form the plural of most words, simply add s to the singular forms.

THE USE OF THE DICTIONARY

INFORMATION FOR THE TEACHER

RATIONALE

Being able to use the dictionary is an important and fundamental skill in the development of language. Mastery of dictionary usage will enable the student to better his/her spelling, reading and other language skills.

PRIMARY IDEA

A dictionary is used to find the meanings, spellings and pronunciations of specific words.

SECONDARY IDEA

The words in the dictionary are found in alphabetical order.

ENTRY SKILLS

1. The student should be familiar with alphabetical order.

2. The student should be familiar with nouns, pronouns, adjectives, adverbs, verbs and their functions in a sentence.

BEHAVIORAL OBJECTIVES

1. Given a list of letters, the student will arrange the letters in alphabetical order with 100% accuracy.

2. Given a list of words, the student will arrange these words in alphabetical order with 100% accuracy.

3. Having divided the dictionary into four parts and having been given a list of 20 words, the student will indicate with 80% accuracy the part of the dictionary in which each word on the list is found.

4. Given two guide words and a list of words, the student will indicate with 80% accuracy the words which come between the two guide words in the dictionary.

5. Given a group of ten sentences in which words have been underlined, the student will indicate with 80% accuracy the part of speech and the definition that corresponds to the underlined words.

6. Given a list of words, the student will rewrite each word as given in the pronunciation key of the dictionary with 80% accuracy.

7. Given a list of words, the student will indicate with 80% accuracy the number of syllables found in each word by using the dictionary.

8. Given a list of 10 words, the student will list with 80% accuracy the spellings found in the dictionary for each particular word and circle the preferred spelling.

INFORMATION SHEET

Introduction and Alphabetical Order

A dictionary is a type of reference book that is used often. It enables one to find the meanings, spellings and pronunciations of specific words. Some dictionaries also contain lists of signs and symbols, names of persons, geographical names and common abbreviations. For your convenience, the following descriptions of the proper use of a dictionary are given in an order that correlates with the succeeding exercises.

All of the words which are defined and which appear in bold-faced type in the dictionary are called entry words. Entry words are listed in alphabetical order. The guide words which are found at the top of each page of the dictionary identify the first and last entry words of each page.

Before any dictionary word is started, the alphabet and alphabetical order should be reviewed.

Entry Words and Guide Words

In a dictionary, the bold-faced words appear in alphabetical order. These words are called entry words. They are defined or explained in a dictionary. Entry words may be found in all parts of the dictionary. That is why it helps to divide the dictionary into four parts according to the alphabet so that it is easier to locate a particular word.

The first quarter of the dictionary contains the entry words which begin with the letters A through D. The second part of the dictionary contains the words which begin with E through L. The third part contains those word which begin with the letters M through R. The last part contains the words which begin with letters S through Z. Knowing in which part of the dictionary the entry words appear will enable you to turn to the right page much faster.

Guide words also help locate the entry word. These words are found at the top of each page of the dictionary and identify the first and the last entry words which appear on a particular page.

MEANINGS

Frequently entry words have more than one definition, and you must choose the meaning that best suits the purpose of your sentences. Before each definition, an abbreviation is given. This abbreviation may be n., v., adj., or adv. These abbreviations mean noun, verb, adjective or adverb, respectively. The entry word is also used, sometimes, in a sentence to help you understand a particular meaning. For example, the word lap has several meanings.

Lap (1) n. the front part of the lower trunk or thighs of a seated person. The baby was sitting on my lap. (Lap is a noun in this sentence.)

(2) n. one complete turn as in a race. George was a lap ahead of the other runners. (Lap is a noun in this sentence.)

(3) v. to take food or drink with tongue. The cat laps his milk. (Lap is a verb in this sentence.)

PRONUNCIATION KEY

In most dictionaries, a pronunciation key is found. The pronunciation key explains the symbols and special spellings that help you to pronunce the words correctly. The markings used to help you understand the sounds and accents are called diacritical markings. They are marks like ¯ - ˆ /. Accent marks indicate a syllable which is pronounced with more emphasis than the rest of the syllables of a word.

The pronunciation key is especially important in English because, unlike Spanish, English is not phonetic. The words are not necessarily pronounced as they are spelled. For example: the long a sound is heard in the words vein, they, and weigh, but there is no letter a found in these words.

Syllables are also shown in a dictionary. A syllable is a word or a part of a word which can be pronounced with a single sounding of the voice. If the entry word has more than one syllable, a space is placed between each syllable to help you pronounce the word.

The following is an example of a pronunciation key which you will need to review and discuss:

ă = cat, tap
ā = ale, pace
ä = cart, father

b = bat, cob
ch = chime, munch
d = dill, bread

ĕ = set, test
ē = eel, see
ėr = germ, learn

f = feet, reef
g = goal, gag
h = he, howl

ĭ = pit, tin
ī = rice, dive

j = jam, joy
k = key. peek
l = land, pole
m = met, dam
n = no, in
ng = song, sing

ŏ = pot, lock
ō = old, vocal
oi = oily, poise
ou = mouse, pout

p = people, pup
r = roll, pry
s = see, less
sh = shell, bush

t = tap, lit

th = thin, pith

TH = than, smooth

ŭ = pup, cutter

u̇ = pull, wood

ū = fuse, music

v = very, give

w = we, away

y = youth, yet

z = zone, sneeze

zh = vision, seizure

ə = a in about

ə = e in shaken

ə = o in bacon

ə = u in circus

SPELLING

The dictionary will also help you find the correct spelling of a word. Some of the words which are listed in the dictionary may have more than one spelling. The dictionary will list the preferred spelling first.

For example, the dictionary lists two spellings for the word althaea: althaea and althea. The preferred spelling is althaea. You will find it listed first in the dictionary.

NAME_____

DATE_____

CLASS_____

EXERCISE 1

I. Write the English alphabet in order.

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___

II. Put the following letters of the English alphabet in alphabetical order.

L B T A M X

___ ___ ___ ___ ___ ___

III. Put the following English words in alphabetical order:

verbal duty son money jury

_____ _____ _____ _____ _____

IV. Put the following words which begin with the letter b in alphabetical order.

bath	1.
bait	2.
bar	3.
bee	4.
barge	5.
beast	6.
bag	7.
baffle	8.
best	9.
bore	10.

NAME_____

DATE_____

CLASS_____

EXERCISE 2

Remember, in a dictionary the words are found in alphabetical order. We can find the words in the dictionary much faster if we divide the dictionary into four parts.

PART I - contains the words which begin with A through D.

PART II - contains the words which begin with E through L.

PART III - contains the words which begin with M through R.

PART IV - contains the words which begin with S through Z.

I. Read the words found below. On the line before each word, write the number of the part of the dictionary in which you find the word.

____ 1.	table	____ 11.	pencil
____ 2.	baby	____ 12.	book
____ 3.	kitchen	____ 13.	chair
____ 4.	dimple	____ 14.	quart
____ 5.	yesterday	____ 15.	onion
____ 6.	zebra	____ 16.	university
____ 7.	house	____ 17.	radio
____ 8.	ghost	____ 18.	family
____ 9.	water	____ 19.	large
____ 10.	orange	____ 20.	apple

II. Guide words are printed at the top of each page in your dictionary. They appear in alphabetical order and tell you the first and the last entry words on the page. Circle the words which you would find between the guide words in the left-hand column.

A. bobwhite

body
boat
bobsled
but
bore
burn
boil

bold

B. conclude

concert
condemn
concrete
condor
compensate
condition
conclusion

condense

C. empty

encamp
enamel
emigrate
employ
emphasize
empress
enclose
emu

enchantment

NAME_____

DATE_____

CLASS_____

EXERCISE 3

Look up each of the following words in your dictionary. On the lines at the right, list the guide words which appeared at the top of the page where you found the entry word shown.

		GUIDEWORDS	
1.	folder	_____	_____
2.	cardboard	_____	_____
3.	typewriter	_____	_____
4.	wastebasket	_____	_____
5.	lunch	_____	_____
6.	official	_____	_____
7.	baseball	_____	_____
8.	drawer	_____	_____
9.	mortal	_____	_____
10.	school	_____	_____
11.	entrance	_____	_____
12.	leg	_____	_____
13.	mule	_____	_____
14.	decent	_____	_____
15.	glitter	_____	_____
16.	overhear	_____	_____
17.	zinc	_____	_____
18.	sale	_____	_____
19.	partial	_____	_____
20.	ice	_____	_____

NAME_____

DATE_____

CLASS_____

EXERCISE 4

Read the following sentences carefully, and look up the underlined words in your dictionary. In the space below each sentence, tell what part of speech the word is and give the definition that best describes the word as it is used in the sentence.

EXAMPLE: It was only a gag but he took it seriously.

n. a laugh-provoking remark or act.

1. Carmen was idle all day.

2. Mike is Jeff's only living relative.

3. Miniskirts were the rage during the 1960's.

4. His hand brushed the papers aside.

5. That terrarium holds pretty plants.

6. Queen Victoria reigned for more than sixty years.

7. Clara's idol is Robert Goulet.

8. Voting is not only a right but a privilege.

9. Mr. Porter is the principal of Becker Junior High School.

10. She wore red earrings.

NAME_____

DATE_____

CLASS_____

EXERCISE 5

I. Look up the following words in the dictionary, and write the respelling of the word using the pronunciation key.

1. honest _____
2. leader _____
3. radio _____
4. double _____
5. birthday _____
6. dangerous _____
7. eighty _____
8. integration _____
9. government _____
10. mystery _____

II. Use your dictionary to find the number of syllables that each of the following words has, and write the number in the space provided.

1.	episode	____	6.	establishment	____
2.	corruption	____	7.	tunnel	____
3.	maturity	____	8.	scissors	____
4.	nature	____	9.	circle	____
5.	pen	____	10.	proportion	____

NAME_____

DATE_____

CLASS_____

EXERCISE 6

I. Using the pronunciation key in your dictionary, rewrite the words that have been underlined in the following sentences.

1. George studies Greek literature _____.
2. She wore a lime _____ green dress.
3. He was not only a generous _____ man, but a good citizen _____.
4. The car was in good mechanical _____ condition _____; it only needed water in the radiator _____.
5. That glow _____ that you see is only the moon's reflection _____ on the water _____.

II. Now try to phonetically rewrite the following sentences using your pronunciation key.

1. I am in my room.
2. The rice is good today.
3. He made good pizza pie.
4. His term of office is four years.
5. The puppy barked all night.

NAME_____

DATE_____

CLASS_____

EXERCISE 7

Look up each of the following words in the dictionary. Write the spellings that are given, and circle the preferred spelling.

EXAMPLE: althaea _____ (althaea) althea _____

1. theater _____
2. bannister _____
3. dietitian _____
4. adviser _____
5. distill _____
6. favor _____
7. omelet _____
8. offense _____
9. fulfill _____
10. briquette _____

NAME_____

DATE_____

CLASS_____

PRETEST AND POSTTEST

I. Complete the following sentences by filling in the blanks with the correct words from the words listed below.

guide	alphabetical order
preferred	accent
entry	definition
diacritical	verb
pronunciation key	syllable

1. All of the bold-faced words which are found in the dictionary are listed in_____.
2. The words which are defined in the dictionary are called _____ words.
3. The two words which appear at the top of each page in the dictionary are called_____words.
4. The_____helps us to pronounce the words correctly.
5. The first spelling of a word is called the_____ _____ spelling.
6. A _____ is a word or a part of a word which can be pronounced with a single voiced sound.
7. The abbreviation v. before a word means that that word is a _____.
8. When a syllable is pronounced with more emphasis than the others, it has an _____.

9. The marks in the pronunciation key (^ ¨ ´ /) are called _____ marks.

10. Meaning and _____ are the same thing.

II. Write the letter of the English alphabet that comes after each of the following letters.

1. q	_____	6. n	_____
2. l	_____	7. r	_____
3. a	_____	8. h	_____
4. p	_____	9. t	_____
5. d	_____	10. m	_____

III. Put the following words in alphabetical order.

1.	sense	1. _____
2.	rare	2. _____
3.	careful	3. _____
4.	peace	4. _____
5.	football	5. _____
6.	north	6. _____
7.	vein	7. _____
8.	appear	8. _____
9.	minute	9. _____
10.	jury	10. _____

IV. In order to find a word faster, we can divide the dictionary into four parts.

Part I - contains the words from A through D.

Part II - contains the words from E through L.

Part III - contains the words from M through R.

Part IV - contains the words from S through Z.

Read the words below. On the line before each word, write the number of the part of the dictionary in which you would find the word.

____ 1.	table	____ 6.	university
____ 2.	baby	____ 7.	apple
____ 3.	yesterday	____ 8.	pencil
____ 4.	orange	____ 9.	quart
____ 5.	house	____ 10.	family

V. Circle the words from the right-hand column which come between the two guide words found in the left-hand column.

A. bobwhite

bold

body
boast
bobsled
boredom
boil
boldface

B. conclude

condense

concert
condemn
condition
conclusion
conquest
conduct

C. empty

encamp
enclose
employ
emphasize
energy
ending

enchantment

VI. The word sound may have several meanings:

1. n. what can be heard, vibrations causing this sensation (Sound is a noun in this definition.)

2. v. to make a noise or sound, cause to sound, convey an impression (Sound is a verb.)

3. adj. free from injury, decay or defect; free from disease; solid, secure (Sound is an adjective.)

On the line before each of the following sentences, write the number of the meaning that corresponds to sound as it is used in the sentence. The first one is done for you.

3 1. Everyone had sound ideas.

__ 2. As the bugle sounded reveille, the soldiers began to awake.

__ 3. The sound of his voice bothers me.

__ 4. His suggestion sounds the best.

__ 5. He was in sourd condition after his accident.

__ 6. The alarm clock's sound is very annoying.

ANSWER KEYS

Answers will vary in all of the following exercises according to the dictionary used.

EXERCISE 1

page 108

I. a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

II. a, b, l, m, t, x

III. duty, jury, money, son, verbal

IV. baffle, bag, bait, bar, barge, bath, beast, bee, best, bore

EXERCISE 2

pages 109-110

I.

1.	IV	11.	III
2.	I	12.	I
3.	II	13.	I
4.	I	14.	III
5.	IV	15.	III
6.	IV	16.	IV
7.	II	17.	III
8.	II	18.	II
9.	IV	19.	II
10.	III	20.	I

II. A. body, boil

B. condemn, concrete, conclusion

C. encamp, enamel, emu

EXERCISE 3

page 111

Answers will vary according to the dictionary used in this exercise.

EXERCISE 4

page 112

1. adjective - not occupied or employed
2. noun - a person connected by another through family ties
3. noun - fashion
4. verb - - to dispose of in an offhand manner
5. noun - a young tree, vine, shrub or herb suitable for cultivation
6. verb - to rule or govern
7. noun - a person or thing which is admired and worshipped
8. noun - something to which someone has a just claim
9. noun - the chief executive officer of an educational institution
10. adjective - of the color red, resembling the color of blood

EXERCISE 5

page 113

I. 1. 'an-əst
2. 'lēd-ər
3. 'rād-ē-ō
4. dəb-əl
5. 'bərth-dā

6. 'dānj-(ə)rəs

7. 'āt-ē

8. int-ə-'grā-shən

9. 'gəv-ər(n)-mənt

10. 'mis-t(ə)-rē

II.

1.	3	6.	4
2.	3	7.	2
3.	4	8.	2
4.	2	9.	2
5.	1	10.	3

EXERCISE 6

page 114

I. Answers will vary according to the dictionary used in this exercise. Examples:

1. 'lit-ə-rə-chu(ə)r

2. 'līm

3. 'jen-(ə)-rəs, 'sit-ə-zən

4. mi-'kan-i-kəl, kən-'dish-ən, 'rād-ē- āt-ər

5. 'glō, ri-'flek-shən, 'wȯt-ər

II. Answers will vary according to the dictionary used in this exercise. Examples:

1. i 'am 'in mī 'rüm

2. thə 'rīs iz 'gud tə -'dā

3. 'hē 'mād 'gud 'pēt-sə 'pī

4. hiz 'tėrm əv 'of-əs iz 'fo(ə)r 'yi(ə)rz

5. thə 'pəp-ē 'bärkt 'ȯl 'nīt

EXERCISE 7

page 115

Preferred spelling is listed first:

1. theater, theatre
2. banister, bannister
3. dietitian, dietician
4. adviser, advisor
5. distill, distil
6. favor, favour
7. omelet, omelette
8. offense, offence
9. fulfill, fulfil
10. briquette, briquet

PRETEST AND POSTTEST

pages 116-119

I.
1. alphabetical order
2. entry
3. guide
4. pronunciation key
5. preferred
6. syllable
7. verb
8. accent
9. diacritical
10. definition

II. 1. r
2. m
3. b
4. q
5. e
6. o
7. s
8. i
9. u
10. n

III. 1. appear
2. careful
3. football
4. jury
5. minute
6. north
7. peace
8. rare
9. sense
10. vein

IV. 1. IV
2. I
3. IV
4. III
5. II
6. IV
7. I
8. III
9. III
10. II

V. A. body, boil
B. condemn, conclusion
C. encamp

VI. 1. (3) - (already given)

2. 2

3. 1

4. 2

5. 3

6. 1

BIBLIOGRAPHY

Emery, Don W. and Kierzek, John M. English Fundamentals, Form B. New York, New York: The MacMillan Company, 1964.

Haag, Lydia D. Guidebook To Better English, Level I. Oklahoma City, Oklahoma: Educational Guidelines Company, 1965.

Haag, Lydia D. Guidebook To Better English, Level II. Oklahoma City, Oklahoma: Educational Guidelines Company, 1966.

Haag, Lydia D. Guidebook To Better English, Level III. Oklahoma City, Oklahoma: Educational Guidelines Company, 1967.

Hunt, Ronald L. Using the Dictionary. Redwood City, California: Visual Materials Inc., 1970.

Merriam, Co., G. C. Webster's Seventh New Collegiate Dictionary. Springfield, Massachusetts: G. C. Merriam Company, 1970.

Nirk, Brian A. Using the Parts of Speech, Grades 5 Through 8, A Teacher Transparency Workbook in Language Arts. Redwood City, California: Visual Materials, Inc., 1970.

Wakefield, Robert A. Basic Dictionary Skills. Sacramento, California: Scott, Foresman and Co., 1968.

DISSEMINATION AND ASSESSMENT CENTER
FOR BILINGUAL EDUCATION

Staff

Ernest Pérez, Director of Dissemination
Blanche Armendáriz, Editor
Carmen Barrera, Editor
Efraín M. Barrera, Field Consultant
Joanna R. Chambers, Research Librarian
Suzzanna Cortez, Distribution Supervisor
Ross P. Goldsmith, Evaluator
Pam Harper, Editor
Gloria J. Hernández, Editor
Elsa Sánchez de la Vega-Lockler, Editor
Magdalena B. Sumpter, Editor
Claudia Payne Weldon, Editor